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ABSTRACT

A program designed to support English-as-a-Second-Language (ESL) students' achievement when mainstreamed into eighth grade literature and composition classes is described. The approach was implemented in a suburban school, in which some ESL students lacked the skills to achieve at grade level in regular composition and literature classes. A high mobility rate in this population compounded academic difficulties. During the first week of school, students were tested for language skills and the ESL and regular classroom teachers conferred to discuss students' reading and writing skills. The teachers continued to confer weekly to discuss class participation, interpretation of weekly reading assignments, and specific homework assignments. Peer tutoring and classroom teacher assistance were provided. After fifteen weeks, targeted students' skills were assessed. Results showed significant improvement in the class and facilitation of the transition of ESL students into regular instruction. Improvement was shown in students' writing process, confidence in class discussion, and listening and recall skills. Contains 17 references. Appended materials include checklists and forms for students to use in organizing their work and for the teacher's use in assessing student progress. (MSE)

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IMPROVING READING AND WRITING SKILLS OF MAINSTREAMED ESL STUDENTS

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An Action Research Project Submitted to the Graduate Faculty of the School of Education in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
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ABSTRACT

This paper describes a way to help English as a second language (ESL) students be successful when mainstreamed into a regular eighth grade literature and composition class. The targeted students are ESL eighth graders from a school located in a middle class community in a northwest suburb of Chicago. The problem of low reading and writing achievement was documented through test scores, poor class participation and performance on writing assignments.

Analysis of probable cause data revealed that students lacked the skills which were necessary to successfully achieve in a regular eighth grade literature and composition class. These included writing and interpretation of required readings. Further studies revealed that the difficulty of the curriculum and the students' mobility rate added to their exhibiting low achievement when placed in a regular classroom.

Solution methods suggested by the professional experts as well as an investigation of the problem setting suggested that additional support, modification of curriculum, and collaboration between the regular education teacher and the ESL teacher could increase the reading and writing ability of the targeted population.

Students' reading and writing abilities increased as well as their self confidence and level of classroom participation. These resulted from a combination of curricular modification and additional support from teachers.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Second language eighth grade students targeted for this study demonstrate low reading and writing achievement when mainstreamed with native speakers of English in regular literature and composition classes. Evidence of the existence of this problem includes test scores, teacher observation of class participation and writing assessments.

Immediate Problem Setting

The junior high school is a sixth, seventh and eighth grade class building with a total student population of 569 (303 males and 266 females). The population of the students is 60.8 % Caucasian, 5.0 % Afro-American, 16.5 % Hispanic, 17.6 % Asian/Pacific Islander, and 0.0 % Native American. There are several high schools which are fed by three junior high schools in this district.

The administrative staff includes one principal and two assistant principals. Each principal has the responsibility for one of the three grade levels. The staff consists of 45 members; 35 of these are classroom teachers. The special services staff in this junior high includes: a school

nurse, a speech and language therapist, a psychologist, a social worker, a teacher of learning disabled (LD) self-contained students, a resource teacher for LD students, a teacher of behaviorally disturbed (BD) students, and a teacher of at-risk students. These special service staff members provide assistance for 48 students. All of these students are mainstreamed to some degree. There is also a Bilingual and English as a Second Language (ESL) program housed in this junior high. The program has a staff of 2.5 teachers and 3 teaching assistants. The education levels of the teachers are a bachelors degree and the other two teachers hold a masters degree. The total years of experience possessed by these staff members is 27 years. There are 38 boys and 37 girls in the combined programs. Limited English Proficient students comprise 14.1 percent of this school's population.

The majority of the students come from middle income families, with 19.2 % coming from low income families. The mean household income for Caucasians is $52,856; $29,833 for Afro-Americans; $49,209 for Asian/Pacific Islanders; $44,819 for Hispanic origin; and $43,064 for other races. The attendance rate at this school is 95.7 %, with a mobility rate of 19.2 %, and 0.0 % chronic truants. Sixty percent of our students live in single family dwellings with the remaining 40 % living in multiple housing units. The average home value is $152,500 and the median rent is $560.00. The students who are bused to school number 71 % with 29 % being the walkers.

The average class size for eighth grade literature and composition classes is 24.7 which is higher than both the district and the state sizes. The time scheduled for eighth grade classes is approximately sixty-five minutes.

The Bilingual and ESL classes have 75 students enrolled at an average time allotment of 185 minutes per day. The Bilingual and ESL classes have many similarities but are different also. The Bilingual (Spanish) program provides classes in science, social studies, reading, and math in Spanish. The ESL program provides science, social studies, and reading classes in English. We also have teacher assistants who can provide native language support when needed.

The Surrounding Community

This district has a population of 6,276 students who attend ten elementary schools (K-5) and three junior high schools (6-8). It covers four separate communities twenty-five to thirty miles northwest of Chicago, Illinois. This junior high school is located in the northeastern section of the district and draws from two of these four communities. Its total population is 53,223. Twenty-one percent of the population is under the age of eighteen and 15 % are over the age of sixty-five. Ninety-two percent are Caucasian, less than one percent are Afro-American, 4.0 % are Hispanic and 4.0 % are Asian and Pacific Islander. This demographic data indicates that the community is predominately middle class Caucasian with Hispanic and Asian and Pacific Islander the next group occupying the

community.

Issues currently effecting our school community are the large influx of second language learners which can also cause communication problems with parents. These parents find it difficult to communicate with school officials thus resulting in occasional misinformation regarding school issues. Another problem found in this school community is gang involvement. School committees have been formed to help staff, parents, and students address this problem. The community shows their interest in the school by supporting teacher and school activities. The community where this school is located is a home for raw materials and finished products distribution centers, as well as, headquarters for several major corporations. The parents of this school work in a variety of careers from unskilled to skilled laborers and as professionals such as doctors, dentists, and lawyers. There are also a number of students whose parents are employed by this school district.

National Context of the Problem

Increases in ESL Population

The language minority and limited-English-proficient students attending American schools in increasing numbers must be prepared as well as possible for their continued education in the mainstream (De George,1988). The increase of immigrants within the United States over the past several years has greatly impacted American schools.

Barringer's study (Gersten,1996 p. 18) found that "one in every seven

children grows up speaking a language other than English has profoundly reshaped the nature of education."

There are many challenges facing both ESL students and the classroom teacher when these students are auditing a regular education literature and composition class. It was found that when teachers expressed positive views about ESL learners and when the teacher altered their language use for these students, content knowledge was likely to increase as competence in English language skills improved (Lara,1995). According to Bernhardt (1993) analysis of second-language readers document the reading process as language-dependent rather than as universal. Research has found that when second language students are exposed to instruction in a regular education classroom their proficiency is increased more than if they were to be placed in a pull-out program (Flanigan, 1995).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Background

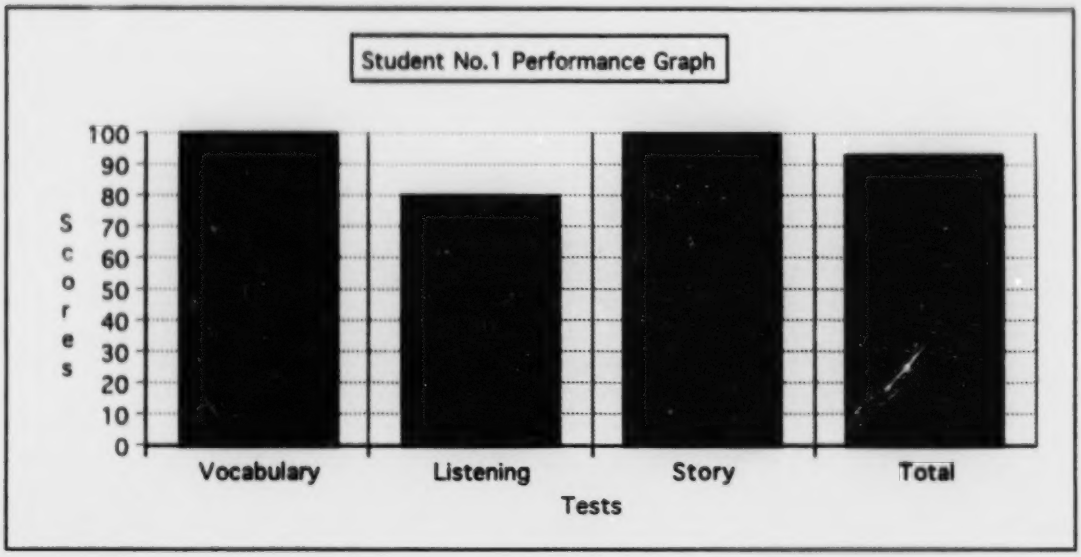
Over the past three years due to the increase of the ESL population in this school community, it has been observed and noted by regular education literature and composition classroom teachers that ESL students demonstrated low reading and writing skills when given assignments. It was also noted that these students lacked the confidence and therefore did not participate actively in classroom discussions. Their scores on local assessments exhibited low levels of achievement. Upon discussion there seemed to be a resistance from regular education teachers in the adjustment of their curriculum and teaching methods when working with the ESL students.

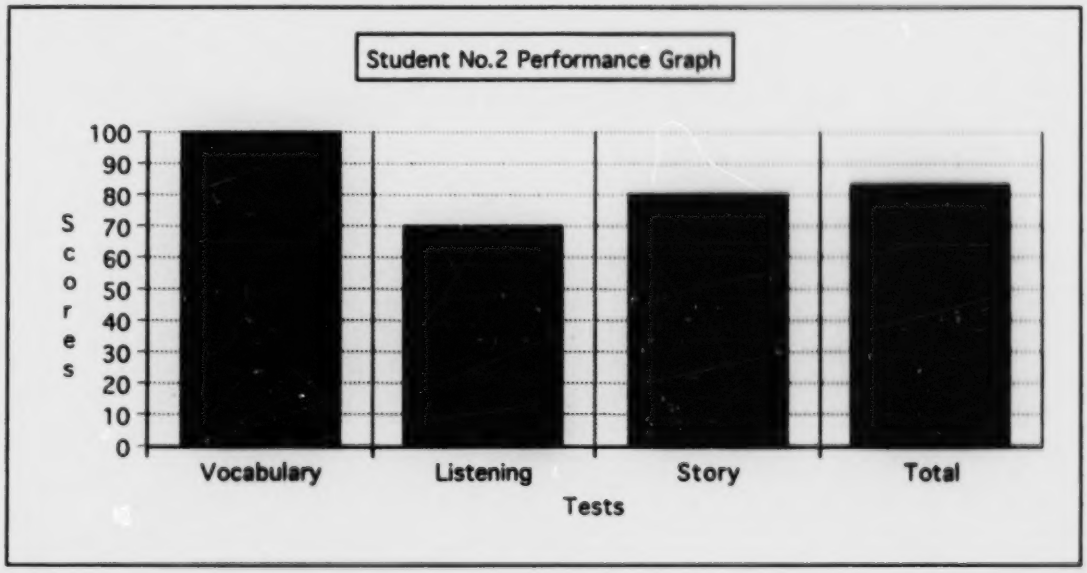
In order to assess the need of the ESL students, the results of the Language Assessment Scale Test was used. This test provides oral, reading, and writing proficiency scores. The following student performance graphs indicate that both students one and two demonstrate proficient oral skills in English. Student one demonstrates limited

reading and writing skills. Student two demonstrates more limitations in reading and writing as compared to student one.

Table 1

Language Assessment Scale Test





Problem Evidence

During observation by the classroom teacher it was noted that the ESL students were uncomfortable and insecure in the beginning of the school year. The areas observed by the teacher included class participation, discussions, and oral reading. As the following table indicates the targeted students demonstrated minimal improvement as the weeks progressed. Further analysis indicates a need for the classroom teacher to adjust her curriculum and provide additional support and instruction to these students.

Table 2

Teacher Observation Check List

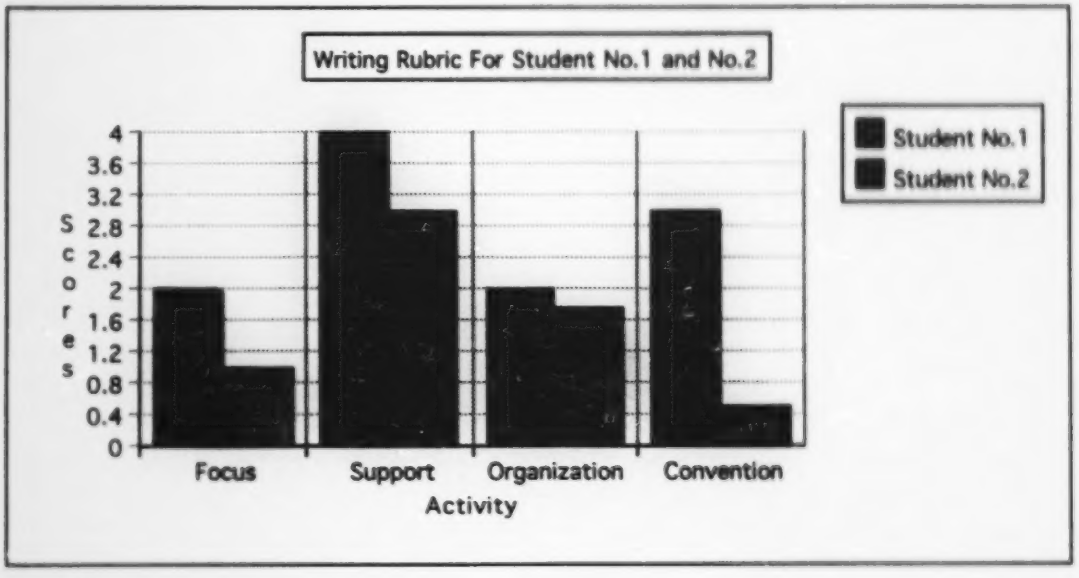
Observation Check List - Student No.1			
	Week 1	Week 2	Week 3
Class Participation			
Active Participant	0	0	1
On Task	2	2	1
Discussion			
Interpretation	0	0	0
End of Story Questions	0	0	0
Oral Reading			
Volunteers	0	0	0
Fluency	0	0	0

Observation Check List - Student No. 2			
	Week 1	Week 2	Week 3
Class Participation			
Active Participant	0	0	1
On Task	2	2	1
Discussion			
Interpretation	0	0	0
End of Story Questions	0	0	0
Oral Reading			
Volunteers	0	0	1
Fluency	0	0	0

Writing skills are an important part of a literature and composition class and these students show limited writing ability. At the beginning of the school year when the ESL students were assessed on their first writing assignment the lack of writing skills hindered the students' performance. Specific areas of concern were focus, organization and conventions. Although these students are orally proficient in English, their limitations in reading and writing are evident. This further illustrates the need for modified teaching and curriculum adjustments.

Table 3

Writing Rubric



A student assignment checklist was used by the classroom teacher to help with the assessment of the ESL students. Even though the continuum indicates most assignments were completed they still needed work. Some areas needing work included grammar and the completion of writing assignments.

Table 4

Student Assignment Check List

Student Assignment Checklist

Name - Student 1

No.	Date	Assignment	Completed	Not Completed	Needs Work
	09/03	writing assignment	X		
	09/09	grammar worksheet	X		
	09/10	grammar worksheet	X		
	09/11	writing assignment		X	
	09/16	reading short story	X		
	09/17	vocabulary book		X	
	09/19	vocabulary book	X		
	09/23	reading of novel	X		
	09/24	worksheet on novel		X	

Student Assignment Checklist

Name - Student 2

No.	Date	Assignment	Completed	Not Completed	Needs Work
	09/03	writing assignment	X		
	09/09	grammar worksheet	X		
	09/10	grammar worksheet	X		
	09/11	writing assignment		X	
	09/16	reading short story	X		
	09/17	vocabulary book		X	
	09/17	reading short story		X	
	09/19	vocabulary book	X		
	09/23	reading of novel	X		
	09/24	worksheet on novel		X	

Probable Causes

The literature suggests several possible causes for the low reading and writing skills of mainstreamed ESL students. According to Short and Gomez (1996), by definition, non-native English speakers do not have the same language and background skills in English as do native speakers. Therefore, their pathways to achievement and learning of English are different from native speakers. In watching the trends nationally and locally of the changes in school populations, it is evident that the population of non-native English speaking students is growing at a faster rate than the native English speaking population. In the past it was argued that the more academically proficient a student was in their native language, they would easily transfer this knowledge into English (Cummins 1980). Although students are participating in ESL and Bilingual programs, there are still obstacles faced by the students and their teachers when mainstreamed. Recent studies indicate that even though a student might be proficient in their native language, it was still difficult to make the transfer into English. For less proficient students, the problem was immense (Jimenez, Garcia, and Pearson 1995). Other problems include the fact that many students come with many different educational backgrounds. Some ESL students who enter our schools are sometimes academically delayed in their native language, and attempting to learn content in another language is extremely difficult (McKeon 1994). Another problem is the fact that the curriculum in American schools

greatly differs from that of schools in other countries. Certain content areas may be taught at a different grade level, or presented in a different way. ESL students then face the obstacle of learning content area in a language they have yet to master, which can create a frustrating experience. The lack of cultural awareness of the mainstream teachers is also an issue which affects the learning experience of the ESL student. Education has taken a rigid attitude toward the great variety of backgrounds of the children in our schools (Glazer 1993).

The following is a summary of the probable causes for the problem. This information was obtained from the site and from professional literature.

1. increases in the ESL population of the school
2. difficulty of the mainstream curriculum
3. levels of student achievement
4. resistance of mainstream teachers to adjust curriculum and teaching methods
5. differences in educational backgrounds of ESL students
6. transfer of knowledge from native language to English
7. lack of cultural awareness among mainstream teachers
8. difference in the learning needs of ESL students as compared with native English speakers

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Analysis of probable cause data and research literature suggests that due to the large amount of ESL students enrolling in our school systems there is a need for support and a change in instruction when these students are mainstreamed into a regular education literature and composition class. Today, as in the past, teachers are challenged to expand their reading strategies to meet the need and strengths of students from a broad diversity of cultures and backgrounds (Shore and Garcia, 1989). For an ESL student to feel successful when auditing a regular education literature and composition class a variety of instructional strategies must be implemented.

Students need to first be identified. The Language Assessment Scales English Test aided in the defining of students' specific strengths and weaknesses in the area of reading. This test could be used to assist the ESL students before being placed into a regular education literature and composition classroom. To ensure the success of the ESL learners it is

vital that regular education teachers be flexible in adapting the curriculum and their instructional approach. If teachers do not take into consideration the obstacles faced by ESL students their educational process will be hindered (Lara, 1995). Teachers need to address the content of a class in a variety of ways so that ESL and regular education students will understand the lesson. Vocabulary should be modified and made explicit for this to take place.

When appropriate, students should have the opportunity to tutor others as well as to be helped by students within and across their grade level (Carbo and Kappinus, 1995). Slavin (1995) found in his study that a major feature of a student's success is the use of tutors during daily classroom reading periods. Tutoring provides additional practice for the ESL student and helps build confidence. The student's vocabulary is also increased when working one on one with a peer tutor. Consistency with a peer tutoring program is essential for positive results. Peer reading tutoring is beneficial for both the ESL student and the regular education student.

The importance of word recognition to the reading process is essential to the ESL student's success when auditing a regular education literature and composition class (Chard, 1995). Teaching vocabulary and vocabulary development skills to learners of English-as-a-Second Language include word action relationships enriching previously met vocabulary, developing vocabulary strategies, and developing fluency with already known vocabulary (Nation, 1994). As the students develop vocabulary

skills necessary for success in the mainstream classroom they will also develop the skills to learn new vocabulary independently. This will assist students in their other content based classes.

Language minority students face predictable hurdles when they encounter reading material that is challenging (Briton, Goodwin and Ranks, 1994). For this reason, the incorporation of strategies to enable the students to work through reading material is important for the development of reading comprehension skills. To develop the skill of main idea comprehension, it has been shown by Baumann (1986) that the reading of rewritten texts allowed students to compose main idea paragraphs. This is where the help of the ESL teacher to the regular education teacher is important. The ESL and regular education teacher must meet weekly to discuss the students and to help in making the transition a smooth one. Both are essential in the success of the ESL students who are being placed in a regular education classroom.

According to McKeon (1994), because limited-English-proficient learners carry such a heavy linguistic and cognitive load, they need more help in meeting new content standards. The researchers are hypothesizing that through the incorporation of various reading strategies and the working together of both the ESL teacher and the regular education teacher, as well as the modification of curriculum, ESL students who are auditing a regular education literature and composition class will have greater opportunities for success when fully mainstreamed. The greater

the amount of native language instructional support for ESL students, combined with balanced second language support, the higher they are able to achieve academically in the second language (Collier, 1992).

As a result of increased curriculum modification and teacher collaboration during the period of September 1996 to January 1997, the eighth grade ESL students from the mainstream literature and composition class will demonstrate improvement in their reading and writing.

Project Objectives and Processes

In order to accomplish the objective, the following processes are necessary for interventions:

1. Beginning of the year conference to discuss targeted students. Ongoing conferences will be planned. (Solution)
2. Develop a plan to modify and address curriculum and instruction for targeted students. (Solution)
3. Series of assessments to help identify students' needs. These will be processed to assist in determining interventions.

Project Action Plan

The action plan is designed to be implemented within the first week of school when the ESL teacher and the regular education teacher will conference to discuss the students' reading and writing abilities. Also a discussion on these students' English language level will take place. The Language Assessment Scales English Test will be administered during the first week. The plan for implementing this program will be presented

chronologically by weeks with allowances for overlapping of curriculum and methodologies.

Week 1

The two teachers participating in this study will have a conference every Friday to discuss the students' class participation, interpretation of weekly reading assignments, and specific homework assignments (See Appendix A and B). If a writing assignment is in progress this would need to be addressed. The regular education teacher will meet with the targeted students once a week to discuss specific reading skills. These will include vocabulary development and reading comprehension. Homework assignments will be reviewed as needed. On Wednesdays during class the students will be working on a specific writing assignment. Peer tutoring and classroom teacher assistance will be provided.

Week 2-10

These weeks will focus on a mystery unit with many different readings and related activities. The following literature will be studied: "The Speckled Band", "Rain, Rain", "The Reformed Reformation", "Charles", *Whispers From The Dead*, and *The View From The Cherry Tree*. During these weeks there will be oral reading of specific stories in class. Targeted students will reread the story with a peer tutor or additional instruction from both the ESL and regular education teacher. Assessment will involve oral interpretation through discussion and objective tests.

During week two there will be a descriptive writing assignment with modeling to the targeted students by the classroom teacher. The use of peer editors to help the targeted students accomplish the writing assignment will be implemented. A rubric will be used as an assessment tool (See Appendix C).

Week 3

The class will work in a reading skills booklet covering the skills of Main Idea and Getting The Fact. Whole class instruction will take place with the targeted students then paired with regular education student. Class discussion will follow with regular education teacher assistance. If targeted students need assistance, the number of questions to be done will be modified. Targeted students will have regular education teacher assistance and daily homework assignments. These targeted students will meet with the teacher to review grammar worksheets.

Week 4 - 6

The first mystery novel will be introduced, *Whispers From The Dead*. These books will be distributed to the class along with study guides and vocabulary lessons. Targeted students will be required to use graphic organizers to show comprehension. Students will then reread specific chapters with peer tutor or teacher if the novel is not understood (See Appendix D). During weekly writing day all students will begin to create their own mystery. Students may choose a partner and it will be suggested that targeted students work with a native speaker.

Week 7

Test on novel, *Whispers From The Dead* will be administered. If additional time is needed by the targeted students it will be allowed. The essay test portion for the targeted students will be dictated to the ESL teacher with the use of a tape recorder.

Week 8-10

Mystery unit continues with the introduction and distribution of a new novel. The use of graphic organizers for all students with additional vocabulary development for targeted students will take place. Targeted students will be asked to choose four of the most difficult words and their definitions and illustrate them. Regular education teacher will review and discuss this assignment with the targeted students (See Appendix E). All students summarize as they read specific assignments during this unit. Targeted students are to stop and summarize on paper the main idea of a chapter. This information will be discussed at weekly conferences. During weekly writing days the classroom teacher will assist the targeted students one on one with the editing of their prompts. All three writing type prompts will be addressed in preparation for the high school placement test.

Week 11

Part of this week will be devoted to local reading and writing assessment. The targeted students may dictate to ESL teacher their

writing assessment. Parts of speech word search will be used to determine which parts of speech need to be addressed. Targeted students will be given extra worksheets for remediation.

Week 12-15

The novel, *Call of the Wild* will be introduced. Vocabulary and study guide worksheets will be handed out. All students will be required to keep a reading log. Before beginning this novel targeted students will complete a survey concerning themselves as readers. This survey will be discussed at weekly conferences (See Appendix F). During these weeks most chapters will be read orally and discussed in class. The targeted students will have additional assistance by the ESL and regular education teacher. Note taking will be encouraged from class discussions. These students may document their notes through the use of visual organizers. Writing days will encompass the finalizing of all previously assigned writing assignments. The use of peer mentors and both the ESL and regular education teacher will help in facilitating this (See Appendix G).

Week 16

Assessment of the work of the targeted students will finalize this week through the use of the reading skills booklets. These students will have as much time as they need to complete this task. Additional work with various strategies in reading will facilitate the comprehension of specific reading selections (See Appendix H).

Methods of Assessment

In order to assess the effects of these interventions, tests covering the content and reading skills identified will be developed. Rubrics will be used as well as teacher observations. Conferences with targeted students will also serve as an assessment.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to assist ESL mainstreamed students in the improvement of their reading and writing skills. The implementation of peer tutoring and cooperative grouping was essential to this process. Also teacher assistance and the modification of curriculum was important to the successful transition of these students. The teachers involved met to construct a plan to assist ESL students. Upon the completion of a series of assessments, a program was created within the structure of the mainstream classroom. Collaborating teachers met weekly to review the students' progress and to discuss any changes in the instructional plan. The assessment tools used during the conference were the Teacher Observation Checklist and the Student Assignment Checklist. These helped in checking the students' progress. It was found that the weekly conferences were vital to the students' success in the mainstream classroom. For example, after the introduction of a literature unit in the regular ed classroom, the ESL students conferenced with the ESL teacher who then helped to reinforce any literary concepts not understood. The

use of peer tutors in literary interpretation and in the area of writing helped to build confidence within the ESL students. Difficult work was modified and then additional assistance was provided by the classroom teacher. These students also spent after school time working with the ESL teacher to help with assignments. Graphic organizers were useful for the ESL students' literary analysis of literature.

These provided a more visual overview of the novel being studied. One on one conferencing between the regular ed teacher and the ESL students helped the students to better understand the given assignments. During certain assessments the use of dictation was utilized in order to fairly assess the ESL students due to limited vocabulary. Based on the difficulty of the novel the ESL students were required to take notes, keep a reading log, and summarize as they were reading. It was discovered that visuals were important to the success of these students therefore graphic organizers were used to document their notes. All of these tools were used to assist the ESL student during the assessment of the novel being studied. The above mentioned interventions were assessed through the use of rubrics for writing, conferencing and most importantly teacher observation.

Presentation and Analysis of Results

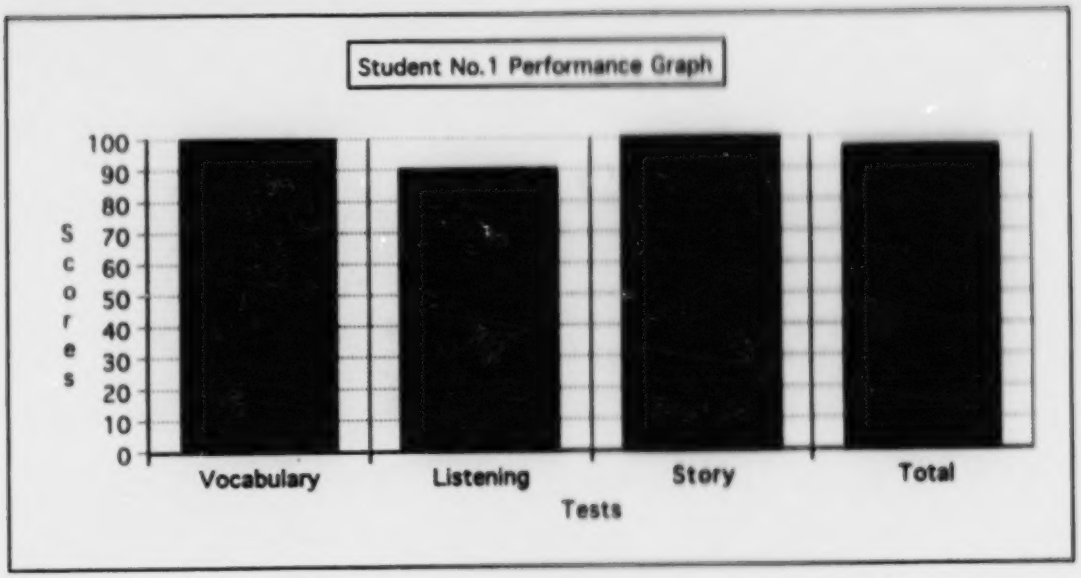
In order to assess the success of the ESL students in the mainstream classroom, teacher observations were discussed weekly with the collaborating teacher. The effects of teacher collaboration, peer tutoring,

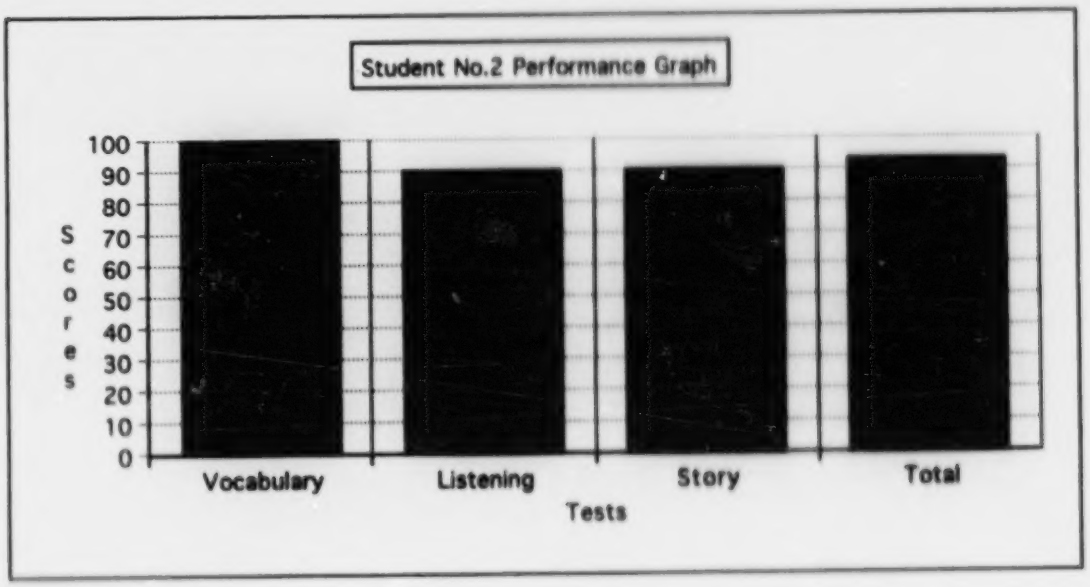
remediation and modified curriculum had a positive effect on the targeted students. Improvement was noted in the students' writing process with the additional support and interventions. Literary skills became stronger and the students' confidence in classroom discussions were evident. These interventions helped the growth of these students in their daily class work as well as with individual homework assignments. The confidence level of these students was increased and there was less prompting by the classroom teacher during discussions and more voluntary responses. The Language Assessment Scale Test was given again and the results indicated an increase in the students' performance.

Listening skills and the ability to recall a specific story showed a higher achievement level. This data is reflected in Table 5.

Table 5

Language Assessment Scale Test

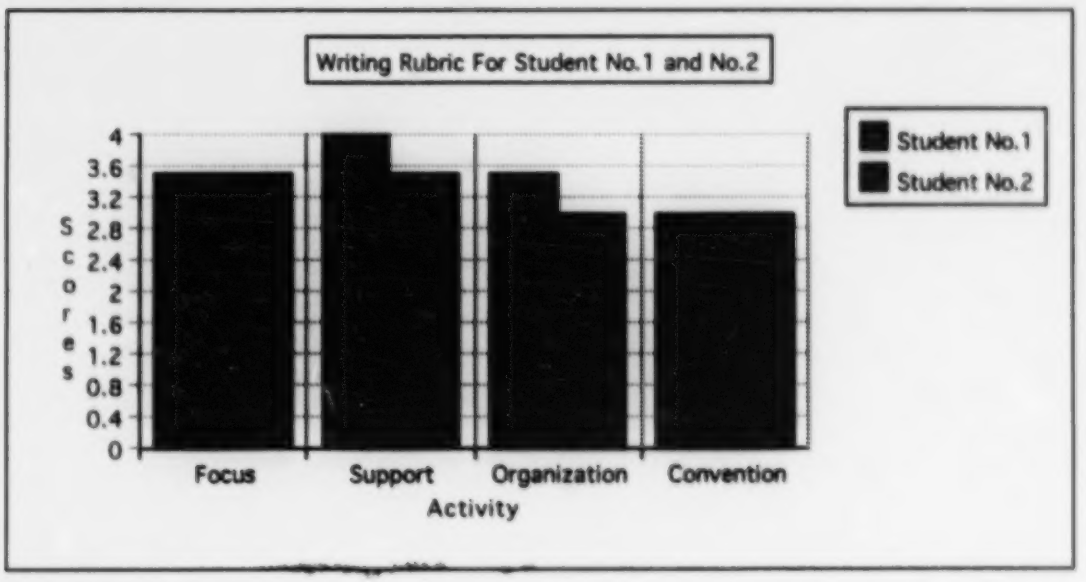




The final writing assignment reflected a growth in the students' writing process. Both students exhibited an increase in their ability to write and develop a focus where the main points were specified and maintained. These main points were elaborated on showing evidence and detailed reasoning. Their papers were organized well and they grasped the idea of a logical flow of ideas and the explicitness of the plan was clear and connected.

Table 6

Writing Rubric



These skills were accomplished by the hard work of both the students and the collaborating teachers. Upon further study it needs to be noted that Standard English conventions will still need to be reviewed for these students but with peer tutoring and the additional help these skills will also improve.

Conclusions and Recommendations

Based on the presentation and the analysis of the data on reading and writing achievement of ESL students in mainstream literature and composition class, the students showed a significant improvement. The amount of teacher-time and the incorporation of curriculum modification, remediation, peer tutoring, and conferencing all added to the successful transition of the ESL student into the mainstream classroom. To facilitate the success of these students it is imperative for collaboration and frequent communication between the ESL and mainstream teachers. Teachers need to be flexible and utilize various instructional strategies in order for the students to achieve success. ESL students should be encouraged to work with native speakers of English through the use of peer tutors within the classroom. When the ESL students' self-confidence is developed, their level of classroom participation increases thus resulting in an increase in academic achievement. Through the action research it has become evident that with additional support, modification of curriculum and collaboration between the mainstream and the ESL teacher the students' reading and writing abilities increase.

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Appendices

Appendix A

Student Assignment Checklist

Student Assignment Checklist

Name _____

#	Date	Assignment	Completed	Not Completed	Needs Work

Appendix B

Teacher Observation Checklist

Teacher Observation Checklist

Student: _____ **Class:** _____ **Date:** _____

	Frequently	Sometimes	Not Yet
Class Participation:			
Active Paticipant	_____	_____	_____
On Task	_____	_____	_____
Discussion			
Interpretation of reading	_____	_____	_____
End of story questions	_____	_____	_____
Oral Reading			
Volunteers	_____	_____	_____
Fluency	_____	_____	_____

Appendix C

Holistic Scoring Rubric

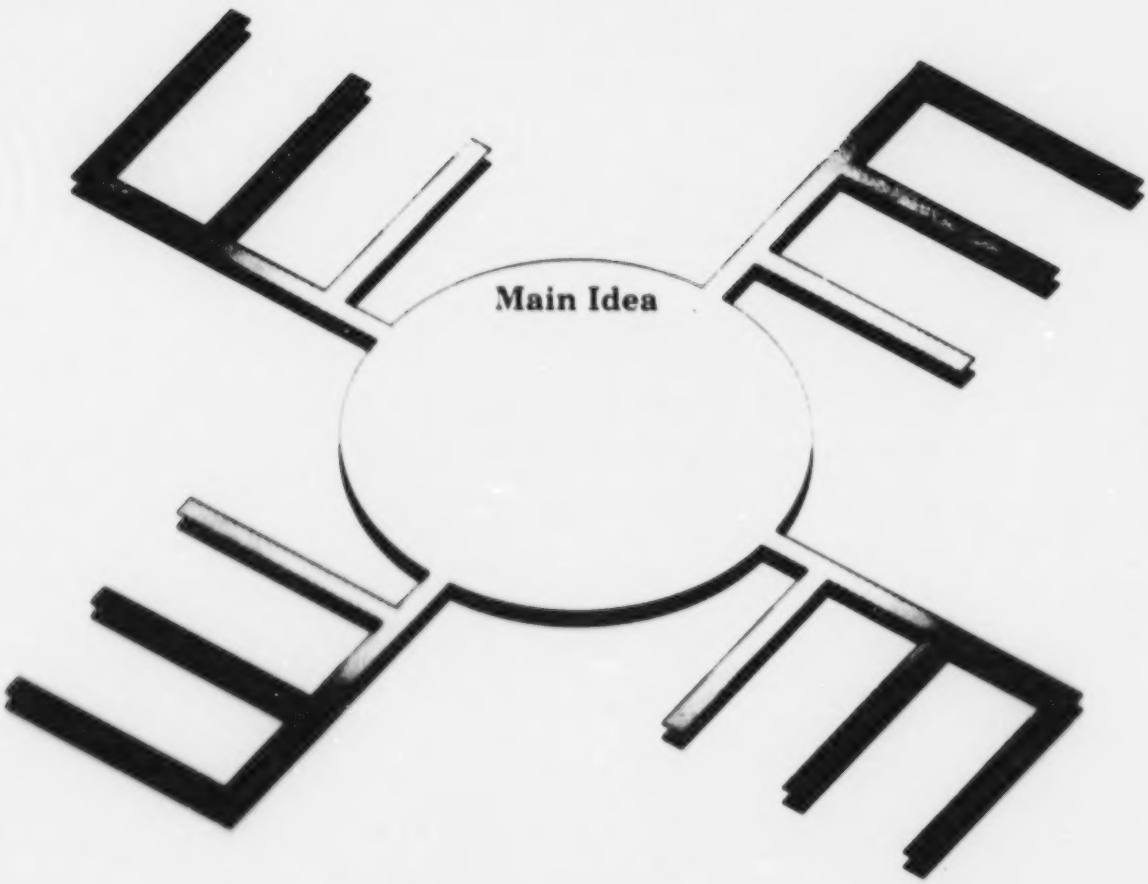
NAME_____TEACHER_____GRADE___
DATE_____SCHOOL_____

HOLISTIC SCORING	FEATURE ABSENT UNACCEPTABLE	SOMEWHAT DEVELOPED	PARTIALLY DEVELOPED	ADEQUATELY DEVELOPED	REASONABLY WELL DEVELOPED	FULLY DEVELOPED
	1	2	3	4	5	6
FOCUS ABILITY TO DEVELOP & MAINTAIN A FOCUS WITH A CLEAR MAIN IDEA. THE ISSUE IS CLEAR & POSITION STATED & MAINTAINED.						
SUPPORT/ELABORATION SPECIFIC, CREDIBLE STATEMENTS TO SUPPORT POSITION & DETAILS &/OR EXAMPLES TO EXPLAIN STATEMENTS & ELABORATE MAIN POINTS.						
ORGANIZATION KNOWLEDGE OF PARAGRAPHING. ORGANIZATION OF IDEAS & PARAGRAPH FLOW. USE OF TRANSITIONS & COHESION IN THE PAPER						
CONVENTIONS USE OF STANDARD WRITTEN ENGLISH.(SENTENCE STRUCTURE, SPELLING, USAGE, OMISSIONS,CAPITALIZATION, PUNCTUATION)						
INTEGRATION EVERY SINGLE PART ADEQUATELY DEVELOPED AT A MINIMUM						

COMMENTS:

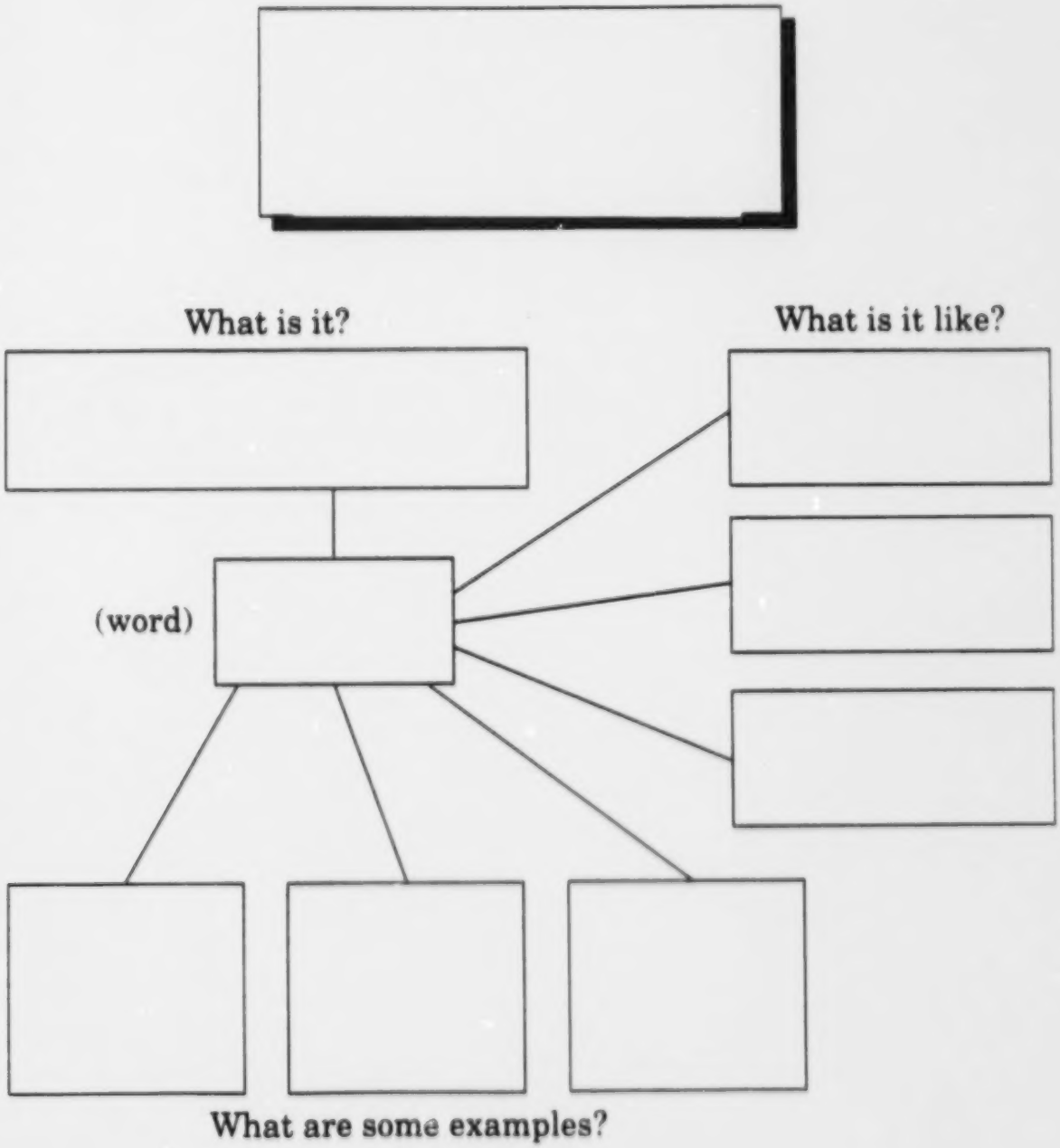
Appendix D

Graphic Organizer



Appendix E

Vocabulary Focus



Appendix F

Thinking About Myself As A Reader

Name _____ Date _____

Appendix F

Thinking About Myself As A Reader

Before Reading	Seldom	Sometimes	Often
I use pictures, titles, and headings to think about my reading.			
I set my purposes and make predictions before I read.			
I think about what I already know before I start reading.			
During Reading			
I try to think what will come next as I read.			
I imagine pictures of what I am reading.			
I look for hints the author gives.			
I try to pick out the most important ideas.			
I skip hard words and go on to the next part.			
I notice when something I read doesn't make sense.			
I read parts aloud when I don't understand.			
I skip sections that do not seem to be helpful.			
After Reading			
I discuss what I read with others.			

Appendix G

Weekly Evaluation
(Writing)

NAME_____

WEEKLY EVALUATION
WEEK 0F _____.____

excellent	acceptable	not acceptable
Your portfolio is well organized.	Your portfolio is somewhat organized.	Your portfolio is not organized.
All writing activities are present.	<---------->	There is little or no evidence of work on writing activities.
Sentence and grammar work is complete and correct.	Sentence and grammar work is still in progress.	There is little or no evidence of sentence and grammar work.
You completed your vocabulary lesson.	<---------->	You failed to complete your vocabulary lesson.
You received 90% or better on the vocabulary test.	<---------->	You failed the vocabulary test.
Group reading work is correct and complete.	Group reading work is still in progress.	There is little or no evidence of reading work.
Learning log is complete.	<---------->	Learning log is not complete.
On-task behavior is excellent.	<---------->	On-task behavior needs much improvement.

Appendix H

Use Of Strategies

USE OF STRATEGIES

1. **To help yourself understand this selection, what did you do before you began reading?**

_____

_____

2. **While you were reading, if you didn't understand something you were reading, what did you do?**

_____

_____

3. **If you came to a difficult word when you were reading this selection, what did you do?**

_____

_____

4. **After you read a selection to understand it better, you could talk about what you read with a friend. What are some other things you could do?**

_____

_____

Rating: